

**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **5333** | **EDLD 5333 Leadership For Accountability** | **12** |

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| Description of theAssignment/Performance Tasks(see Appendix I) |  |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point)    (Maximum 25 points) | **Assignment 3** – In week 3, narrowed our focus to one targeted weakness and wrote a measurable S.M.A.R.T. goal and a measurable objective for the target weakness. We also researched appropriate strategies/activities, including specific professional development, to address the target area.  After carefully graphing out the details and findings of the data, I found that we really needed to focus more on 8th grade science.  Focusing on 8th Grade Science is an area that our campus needs to continue to focus on. 8th grade science has been tested since 2008. Our campus has continued to improve, but still needs to work in three subgroups to reach the 70% range. New science labs were added this past year and there was discussion about a plan for more hands on experimentation during class time to build better understanding of the science objectives. More science focus needs to be provided in afternoon ACE program.  I developed my SMART goal which was by 2014, all 8th grade students at Vincent Middle School will meet the AEIS Exemplary rating in Science for all 8th grade students and all student groups.  My SMART object was that at least 90% of all the Economically Disadvantaged 8th grade students at Vincent Middle School will meet the standard in Science for the 2011-12 TAKS test administration.  I thought about some strategies that we could utilize:   |  | | --- | | Strategy/Activity Idea 1:  “Teachers who embrace hands-on learning in science seem to recognize certain desirable outcomes and endorse student-centered instructional approaches. Research has confirmed many of the seemingly intuitive benefits of hands-on learning and has also documented a variety of unanticipated benefits” (Haury, D. and Rillero, P., 1995, p. 1).  Utilizing new science Labs and more hands on science experiments. Allow more hands on science experiments in after school ACE tutorial program.  Professional Development for teachers involving how to best utilize science labs in classrooms utilizing Xtreem Science. Teachers will be able to collaborate using ideas from the TEGS website <http://www.tcet.unt.edu/tegs/> .  “TEGS is a two-pronged approach to develop 8th grade science curriculum and to provide professional development to teachers using this curriculum” (Hodges L., 2011, p. 1).  Examples:  \*Topographical 3D maps including landforms and contour maps  \*Erosion activities with sand, water, rocks, and erosion  \*Type of rock samples – identify rock types from actual examples  \*Make your own rainforest  \*Make a volcano experiment  \*Water Cycle | | Strategy/Activity Idea 2:  Focus on meeting the science needs and objectives of economically disadvantaged students.  Examples:  \*Bring in classroom and program speakers from local universities such as Lamar University (Geology and Science Colleges) and local industries such as (Exxon Mobil and Motiva) with material relevant to 8th grade science objectives. Specifically look for speakers with similar backgrounds with whom the economically disadvantaged students and parents/guardians can relate with.  \*Parental involvement evening programs involving science activities for parents and students. (Could possibly tour science labs after program.) Include spaghetti or chili dinner with evening program.  \*Students write invitations to parents and guardians to personally invite them to parent involvement programs to show their own personal science projects.  \*Students display science projects to show off during the parent involvement event. (Have ESL interpreters for Spanish speakers parents / guardians)  \*Google Earth display (could utilize this program to display the countries where parents, grandparents, and family members have lived) | | Strategy/Activity Idea 3:  More interactive videos including YouTube videos and interactive technology sites.  Examples:  \*YouTube videos containing science objectives that help students gain better understanding of daily science objectives.  Some of the videos could be utilized that are on the following Glogster Poster.  <http://mstill1.edu.glogster.com/rock-n-roll/> .  \*Use more interactive technology sites on classroom computers and in school computer labs.  \*Use Discovery Education sites for more unique lesson plan development for example “Unique Plants Of The Biomes” websites are included with the lesson for enrichment and better understanding. Unique-Plants-Of-The-Biomes |   With this new knowledge and information, I was able to develop some ideas and hands on technology tools that benefit and aid the science student objective development on our campus. Through this critical reflection and utilizing the assignment I was able to gain insight into our campus’ needs for our at-risk students, utilize these new found technology tools to assist other teachers in methods to assist these students in gaining insight into some of the areas of sciences that need more additional focus. (Haury, D. and Rillero, P. (1995). *Perspectives of Hands-On Science Teaching.* **North Central Regional Educational Laboratory. Retrieved June 8, 2011 from**  <http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/eric/eric-2.htm. p. 1>.  Clapper, T., (n.d.). How to Make a Topographical Mountain Map for School. Retrieved June 7, 2011, from <http://www.ehow.com/how_5828560_make-topographic-map-school-project.html> . p. 1.  Harmer, Danielle (n.d.). Rain Forests. Retrieved June 7, 2011, from <http://www.ehow.com/info_8494976_rainforest-experiments.html> . p. 1.  Education.com. (2011). Middle School Science Activities. Retrieved June 8, 2011 from <http://www.education.com/activity/middle-school/science/page2/>. p. 2.  Hodges L. (2011). Xtreem Science. Retrieved June 9, 2011 University of North Texas from <http://www.tcet.unt.edu/tegs/>. p. 1 – 143. |